

# Term Inventory

## Example:

### Derivative

- I've never heard of this
  - I've heard of this but I'm not sure what it means
  - I have some idea of what it means
  - I clearly know what it means and can describe it:
- 
- 

### Limit

- I've never heard of this
  - I've heard of this but I'm not sure what it means
  - I have some idea of what it means
  - I clearly know what it means and can describe it:
- 
- 

### Tangent Line

- I've never heard of this
  - I've heard of this but I'm not sure what it means
  - I have some idea of what it means
  - I clearly know what it means and can describe it:
- 
- 

## Summary:

Students are given a list of key terms for the unit and asked to assess their level of familiarity with them. Students who know what the terms mean are asked to describe it so their level of familiarity with the term can be assessed. Note that this exercise should not be used to determine deep understanding of concepts since students can always memorize definitions without having a deeper understanding. This exercise could be done at the beginning of a unit as a diagnostic assessment, and then repeated later on to see what they have learned. The activity should be kept brief- no more than 12 terms.

## Purpose and Benefits:

- Assess prior knowledge and familiarity with terms
- Expose students to terms they will see throughout the unit
- Re-assess towards the end of the unit so students can show what they've learned
- Plan lessons based on what terms cause students the most difficulty